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17. ABSTRACT (MAX. 250 WORDS) School activities which describe specific steps and procedures aimed at improving reading achievement of pupils in the seven Detroit Great Cities Project experimental schools are presented. Each pupil should be helped to form a better self-image so that his motivation and self-direction can be improved. Also, the child should be encouraged to read for pleasure. The approach of bibliotherapy can be used, in which the message of the materials reinforces positive attitudes toward reading and self.

At one junior high school the coaching teacher conducts developmental reading classes in all seventh grade homerooms. Regular teachers are present to learn the techniques. More inservice training should be conducted since few junior high school teachers have had reading courses. In the other junior high school the assistance of the reading consultant has been sought, and all materials are being evaluated for their use in developing reading. A reading club has been organized, classroom libraries are being enlarged, and pocket books will be sold.

Programs in the four elementary schools include a phonics survey to discover specific weaknesses in reading skills, after school and summer activities, inservice training and workshops with the assistance of the reading consultant, development and use of new materials, enrichment experiences, and improved library activities. The high school has developed an experimental program for college preparatory sophomores, and a communication skills course for general curriculum students. Tests will be administered to determine reading level, on the basis of which students will be assigned to special classes. Paperback classroom libraries have stimulated interest in reading.

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Reading Improvement in the Detroit Great Cities Project Schools

William M. Rasschaert
Shirley A. McNeil

April 8, 1963

ED002462

The following list of school activities describe specific steps and procedures aimed at improving reading achievement of pupils in the seven Detroit Great Cities Project experimental schools. These statements are, in the main, abstracted from Reports on Reading Improvement written by principals and submitted to the Superintendent in December, 1962.

Before examining the itemized list of activities that are going forward in each school, we ask that the reader be aware of the fact that a great deal of attention is going into the whole area of helping each pupil to form a better self-image. It is necessary that this be done because two dimensions of activity are very closely related: (1) Formation of a better self-image on the part of each pupil and, (2) improving the motivation and self-direction of each pupil. Before anybody can start to read, he must feel some personal ability to achieve in reading and he must be motivated to make some effort. For this reason, Miss McNeil and the Coaching Teachers, as well as the administrators and other teachers in each of the several buildings, are concentrating on helping pupils to start at level of readiness with materials conducive to reasonable success for individual pupils thereby building a better-self-image for each pupil, on the one hand, and improving motivation and self-direction on the other hand. Reading, from our point of view, is not simply recognizing vowels and consonants and their complex inter-relationships, it is not simply learning to read for various purposes, but a combination of many varied and interacting skills. Before

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these skills can be approached in a systematic way with reasonable expectation for success, the whole area of improved self-image and increased motivation must be taken into consideration and total school efforts made to reach the goal implicit in these statements.

In addition to this, we are placing a great deal of emphasis on "reading for pleasure." We feel too little attention has been given to this area and as we present more and more materials and greater opportunities for reading based on pupil choice of materials plus guidance and recommendations made by teachers to pupils, we feel that reading for pleasure will increase and that this will help to set the stage for further learning and greater achievement in reading. Finally, we wish to point out that one method of improving the self-image and increasing motivation as well as increasing the frequency of reading for pleasure, the approach technically titled "bibliotheraphy" is an important technique to employ in this whole matter. Bibliotheraphy, operationally defined, means that specific selections in poetry, fiction and non-fiction, articles and stories found in magazines, books and any other school-acquired sources of material can be utilized to persuade the student that reading is worth while, that he as a person is worthwhile, and that identification with school-sought goals is something to be cherished and achieved. Rather than have the teacher try to convince the student, from his or her level as a teacher, we feel that the employment of appropriate materials which "carry a message" are highly conducive to supporting the whole effort of improving self-image and motivation.

Even though we may not use Science Research Associates Reading Laboratories and Materials in all of our classes, we propose that we utilize the "SQ3R" methods

in our secondary school classes. SQ3R has five separate parts: Survey, Question, Read, Review, and Recite. At the elementary level the steps are fewer and are basically "Survey, Question and Read." We believe this general approach to the learning of reading skills in most dimensions of reading activity will achieve the goal of teaching and learning reading with efficiency and success.

Barbour Junior High School

1. This term, our Coaching Teacher, Miss Catherine Tomes, takes over for one hour per day in a General Education class (Block-of-Time) in 7B homerooms, for a period of six weeks. The regular classroom teacher is always in the room. In this period of time, Miss Tomes conducts a formal class in developmental reading. At the end of six weeks, hopefully, (1) all children will have acquired skills in reading, and (2) the classroom teacher will have acquired skills in developmental reading, and the teaching there-of. Miss Tomes teaches four such classes per day, and will, therefore, cover twelve homerooms per term. This is a tremendous undertaking for one person, because little has been published in texts and materials, and she must prepare materials, not only for the classes she teaches, but also for teachers who continue the work after she completes her schedule with that particular class. Indeed, she has a full time "student" assistant, a graduate of Eastern High School (and Barbour) Miss Elizabeth Jackson, who does typing, mimeographing, etc. She is paid from Great Cities funds.

We are, at this time, unable to evaluate this program. We are sure that most pupils benefit from the instruction. We are hopeful that many of the teachers can carry on. We do know that many teachers began the program by saying "I'll never be able to do that," but finished the six weeks saying, "I think I can."

The bulk of the burden, and it is great, has been borne by Miss Cathy Tomes. Miss Shirley McNeil, Reading Consultant with the Great Cities Project, has been invaluable in workshops, and in providing materials, advice, enthusiasm, and cheer. Miss Gwen Horsman has given important suggestions and backing.

2. What new things would you like to try to do to improve your reading program?

I have become convinced that reading is so important that at least five periods per week be provided for all children in the junior high school for instruction in reading, and that this instruction be on the level children are now reading, without regard to homeroom or grade placement.

3. What equipment, services, or materials not now available do you consider essential and how would these be used?

Very few teachers in the junior high school (by reason of requirement for secondary certification) have had courses in the teaching of reading. This is the first and great need. Forms, charts, workbooks, programmed learning, devices, practice material, and listing of books by grade level would be needed.

Burton Elementary School

A. Plan for Reading Improvement

1. Following the phonics survey each teacher received a chart showing the areas in which her classes needed further instruction. All homeroom teachers are emphasizing the teaching of the phonics elements, as indicated.
2. A program is being initiated which will involve all teachers as teachers of reading:

(a) Each week a phase of reading will be selected for particular emphasis in all classes.

(b) Each room will have a reading slogan, and prepare interesting bulletin boards for a particular reading skill.

(c) Attractive and eye-catching placards in the halls will "advertise" our total school drive on good reading.

B. Analysis of Instructional Needs

1. A phonics survey given in September by our Coaching Teacher in grades 2 thru 6 revealed a need for greater emphasis on phonics instruction.

2. The testing program reveals areas of reading in which our children show a lack of proficiency:

   (a) sequence

   (b) word meanings

   (c) study skills, or use of reference materials

   (d) reading directions

   (e) basic, or service words

Couzens Elementary School

A few of the activities in our plan to bring about reading improvement are:

1. Expose our children to as many outside experiences as possible (via trips and visits) so that relationship between the spoken and written word becomes more facile. Vocabulary development also occurs here.

2. Begin a program of in-service indoctrination of our teachers for an expansion of oral English teaching. We feel that improvement here leads inevitably to improvement in reading.

3. Encourage our teachers to use a maximum multi-pronged program to teach reading; not only sight word recognition, but the whole range of phonic skills, individualized reading (where possible and applicable).
4. Encourage maximal efficient use of our after-school reading improvement program.
5. Use the coaching teacher and the Great Cities reading coordinator as resource persons to help our teachers in techniques they should use in group situations.
6. Continue to include and expand the activities (clubs, classes, etc.) in our Extended-School Program that are directly related to language arts. Also continue to include and expand all activities that relate to broadening the cultural experiences of our youngsters.

Franklin Elementary School

1. A year and a half ago, we organized a Non-Graded Primary Program at Franklin School. Our variation of this type program allows the teacher to remain with her class for three consecutive years. By remaining with them for this length of time, the teacher is able to function more effectively and the children are able to progress at a more satisfactory rate. It is too early to make an objective evaluation at this time.
2. All of our primary materials are located in a materials center from which teachers may draw as their needs dictate. This allows for a more efficient utilization of instructional material.
3. We have introduced the use of S.R.A. reading materials in our upper grades to assist the lower-grade level reader with his problems.

4. As a participant in the Great Cities Improvement Project, we have a Coaching Teacher assigned to Franklin School to assist those children who are reading below grade level.

An evaluation of the above items will be possible a year from now.

Jefferson Junior High School

The following plans have been made to improve the reading of the pupils in Jefferson Junior High School.

1. Enlist the assistance of the reading consultant of the Great Cities Improvement Project. Miss Shirley McNeil has already had one meeting with the entire faculty. At this time she gave each teacher mimeographed suggestions about reading techniques. Miss McNeil will conduct a joint meeting of the Language Arts and Social Studies Departments on December 12, 1962.
2. Each department is planning to evaluate its subject matter and materials in an effort to see how reading skills can be improved from the use of such materials. Special vocabulary lists are to be made for the various subject matter fields.
3. Pupils will continue to be assigned to the Coaching Teacher's classes in remedial reading, to the after-school reading class, and to the remedial reading class taught by a member of the Language Arts Department.
4. Several classes were sent to the recent Children's Book Fair.
5. A team of three teachers has been selected to work with Miss McNeil to act as resource people for the other members of the faculty who wish assistance with reading problems.

6. All 7B's entering in the fall of 1962 have been given the Stanford Reading Test, Advanced Form. Future entering classes of 7B's will be tested so that we are aware of the ability of the children entering Jefferson Junior High School.
7. All 7th, 8th, and 9th grade teachers have been instructed to consult the pupil record envelopes in the office. Special attention is to be paid to the Iowa Multi-Level Tests in Reading given in 4B, 6B, and 8B. This will give a record of each pupil's progress in reading over a period of several semesters. Examination of a pupil's official record may reveal other factors of importance in the reading progress of an individual: — intelligence rating, physical defects, failure, attendance record, number of schools attended, etc.
8. A professional library based on reading instruction will be established.
9. Classroom libraries will be enlarged. Teachers will be urged to make use of the Book Kits provided by the Language Arts Department.
10. Teachers will be encouraged to use such reading improvement materials, already in the building, such as:

SRA Reading Laboratory — Science Research Association

Reading Skill Builders — Readers Digest Educational Service, Inc.

Reading Skills -- Wood and Barrow — Henry Holt and Co.

Basic Reading Skills for Junior High Schools -- Scott, Foresman, and Co.

Word Study Charts — Ginn and Co.

Study Skills Workbook, No. 1, Junior High School — Scholastic Magazine.

11. Various reading games will be introduced to interested teachers.

12. In helping teachers to improve their daily instructional plans, it is hoped to impress upon them that in each daily lesson they must

    1. Establish background and anticipate vocabulary needs.
    2. Interpret the story (or reading materials).
    3. Extend the interpretation.

13. Preparations are being made to provide each teacher with a copy of the material on remedial reading written by members of the Language Arts Department for the junior high school course of study. This material has suggestions for improving comprehension, oral reading and word recognition, for developing meaningful vocabulary, for increasing speed, and for increasing interest and pleasure in reading.

14. Plans are being made to introduce the sale of pocket books.

15. Advertising of new books in the school library is featured in several exhibit cases and on bulletin boards in both classrooms and the halls.

16. The Great Cities Improvement Project is getting some reading materials for us.

17. A Reading Club has been organized as part of the Community Evening School. The school library is to be kept open on Monday evenings. Special collections of books and magazines are being arranged for the adults who, it is hoped, will be interested in attending. Book reviews are to be given occasionally by members of the school faculty. Books will be allowed to circulate.

Marcy Elementary School

The Reading Program at the Marcy School has been working along the following lines:

1. Workshop concerned with Reading--one all day general session--Dr. A. Hughes served as consultant.
2. Continuing Workshop--Seven homeroom teachers--Coaching Teacher and Great Cities Reading Consultant. Effort to evaluate the Language Arts Bulletins for techniques in reading applicable to Marcy. Further effort to establish universal reading pattern in the entire school.
3. Coaching Teacher--Works with small groups of pupils within normal intelligence range who have shown evidence of reading difficulty. Also works with teachers as a resource person and demonstration teacher.
4. Reading Improvement Classes--Two after-school classes.
5. After-school Classics Club--Teachers volunteer services in an attempt to motivate interest in good literature.
6. Library Caravan--Several hundred pupils are transported to local public library every Wednesday in effort to motivate continuing interest in reading.
7. Marcy Summer School--Intensive and extensive classes for reading enrichment and remedial reading. Also encompassed Detroit experimental remedial reading summer plan.

In the future we would like to try the following:

1. Continue and intensify efforts toward staff involvement in analysis of school reading problems and move toward adjustments of program to provide for reading needs.

2. More reading consultant service on a continuous basis. Often the continuous service aspect provides the catalyst for high motivation for change.
3. The school has long ago committed itself to a search for the provision of an ungraded-primary unit. Space facilities prevent this operation.
4. The school has investigated the possibility of using large instructional spaces such as Auditorium and Library as spaces for large-group instruction with resultant release time for working with small groups.

In summarizing the above it seems essential that supervisory staff would be enabled to work for relative long periods of time with a staff toward the goal of a sound reading program.

1. Equipment and Materials--As a Great Cities School we do not seem to be in need of essential equipment and materials. However, in the area of building needs we find ourselves hampered. We need more instructional spaces, modernized classrooms, a language arts laboratory center space, and additional spaces to provide a more flexible program.

This has been only a partial evaluation of our efforts so far, such as:

1. Summer School Remedial Reading--Pre and Post tests--no apparent change. (informal)
2. Library Caravan--Teachers report increased motivation for reading program. (informal)
3. Coaching Teacher--Pupil Classes--pre tests and post tests show solid gains in reading skill. (informal and formal)
4. Workshop--On going program--not evaluated to date.
5. Reading Improvement classes, after school--teachers report good improvement on informal testing.

Eastern High School

Present Activities

During the 1961-62 school year in informal discussions and departmental meetings, the English teachers repeatedly came to the conclusion that perhaps the major stumbling block to our students academic success seemed to be a reading disability. They further concluded that the text used was almost completely unsuitable for the needs of our student body since our students could not read it or comprehend it.

We discovered Vanguard, a text covering literature and basic reading skills, and the accompanying "Tactics in Reading," a box of reading skill-building exercises which, indeed, would allow each English teacher to be a teacher of reading. With enthusiastic support from the department and the Great Cities School Improvement Project, Eastern was granted permission by the Division for Improvement of Instruction for one year's experimental use of these materials for our 10th grade college preparatory classes.

First semester teacher reaction to Vanguard is highly favorable. We expect soon to have five "Tactics in Reading" kits supplied through GCSIP funds for intensification of our efforts.

At the same time we adopted the course English S - Communication Skills for our 10th grade general curriculum students. (Descriptive material on the course is available elsewhere). Teacher reaction to the course is mixed for it fills only a portion of our needs. We find that large numbers of our students need even more basic reading skill development. We, therefore, next semester will be entering a most exciting effort to improve reading.

Another very important dimension of reading improvement is our Paper-Back Classroom Libraries. We have been able to buy used paper-back books for ten cents each from a bookseller in Detroit. We now have about 2,500 such books (representing good authors and providing interesting, diversified, quality literature) distributed throughout our English classrooms for students' use. The cost of the books is met by the book fee paid by each student at the beginning of the year.

We shall be giving all in-coming 10th graders a California Reading Test in the first days of the semester. On the basis of some to-be-determined grade level, students will be shifted to different English 3B classes which have been scheduled in pairs. More able students will be moved to a regular class (averaging 36 students) using the English S Guide and a Scholastic Literature Unit. Students falling below the determined grade level will be moved to a special class using the English S Guide and an SRA Elementary Reading Laboratory and averaging only 20 students. We have scheduled four of each type of class.

The testing will be the first grade level reading scores available for our students and may also help us in determining the appropriateness of our college preparatory Vanguard program.

Evaluation of the special reading classes will be carried out through re-test of all groups with another form of the California Test, teacher anecdotes and reactions, and taped readings by selected students throughout the semester.

To prepare teachers for these new kinds of teaching experiences we have run a series of four after-school training sessions with Miss Shirley McNeil, Reading Consultant with the Great Cities School Improvement Project.

The services of our Reading Coach continue, of course, and are familiar enough not to require detailing here. (The "Role of the Coaching Teacher" is appended to this report.)

Proposed Further Action

Current curriculum planning will be realized in the coming semester as indicated. Our primary immediate interest will be in testing our 10th grade reading program for effectiveness. Should the third-track program prove effective, it would seem obligatory that we continue it into the 11th and 12th grades. This expansion would most logically be in the form of an ungraded English program in which the teacher takes the student at whatever level he may be and endeavors to bring him to a higher, but not arbitrarily fixed, skill level each semester.

While an intensive reading program appropriately belongs within the purview of the English department, it would seem reasonable, perhaps essential, that since our reading program appears to be such a massive one that all departments be familiarized with basic reading skills appropriate to their subject area.

APPENDIX

Barbour

The Coaching teachers in the Great Cities Project and the faculty members of Barbour Junior High School are presently attending a Reading Improvement Workshop at Barbour Junior High School entitled, "A Diagnostic Study of Reading Difficulties—Clinical Psychology 7833, Section 9720."

Mrs. Helen Roche, School Psychologist for the Van Dyke Public Schools and part-time instructor at Wayne State University, is teaching the eleven-week course.

Teachers attending the classes are listed below.

Names	Subject Taught or Staff Position
Barry Kalish	Core
Maxine Brantley	Core
Marjorie Johnson	Core
Gilbert Proven	Core
Norman McRae	Core
Lawrence Rhodes	Core
Frank Romano	Core
Dennis Makulski	Resource Teacher
Chester Stewart	Social Studies Dept. Head
Annie McCrary	Homemaking
James Buford	Science
Betty Friedel	Counselor
Fannie Raiford	Core
Tyrone Mittelstaedt	Senior Special Prep.
Maurice Foley	Science-Math
Harlan Henderson	Language Dept. Head
Hertha Jenkins	Assistant Principal
Fred Harrington	Principal
Louise McQuillan	Core
Warner Scott	Core
Ted Martin	Attendance
Gerald Tuffin	Language
Rosemarie Worden	Core
Marvin Davis	Auditorium
Rex Oliver	Household Mechanics
Elsie Pohl	Coaching Teacher (Eastern)
Sara Buford	Science-Math (Burroughs)
Calvin Rhodes	Math
Barbara Coulter	Coaching Teacher (Couzens)
Joyce Maples	Coaching Teacher (Jefferson)
Margaret Snider	Coaching Teacher (Burton)
Ruth Weinberg	Coaching Teacher (Franklin)
Evelyn Palmer	Coaching Teacher (Marcy)

Burton

Every teacher at Burton attempted to stress, by visual techniques, the idea that, "Reading is the key to success in learning." In a cooperative venture, they designed bulletin boards and slogans to stimulate interest in reading activities. All the teachers at Burton helped Mrs. Margaret Snider implement the reading program and the names of all staff members appear below.

Names	Subject Taught or Staff Position
Dale Goodall	Homeroom
Crescence Sterbenz	Gym
Cyril Servetter	Homeroom
Josephine Halick	Social Studies
Rose Frazier	Homeroom
Joan Walz	Art
Marion Maier	Homeroom
John Webster	Science
Ethel Banks	Homeroom
Leona Fisher	Music
James Lightfoot	Auditorium
Ophelia Mays	Homeroom
Dorothy Blakeslee	Homeroom
Geneva Kent	Self-Contained
Geraldine Carrel	Self-Contained
Jean Daniel	Self-Contained
Elizabeth Semar	Self-Contained
Joan Hudnut	Kindergarten
Edith MacDonald	Kindergarten
Dorothy Linebaugh	Pre Special A
Margaret Dooley	Junior Special B
Mayfield Peterson	Junior Special B
Harold Perry	Gym
Margaret Snider	Remedial Reading
Doris Quine	Speech
Eleanor McCabe	Visiting Teacher

Couzens

Fifteen teachers will participate in an in-service reading clinic at Couzens in May. These teachers may then help to enlist the wisdom, imagination

and insights of other faculty members at Couzens. Miss McNeil will conduct the clinic, emphasizing the principle that all teachers in a building are "teachers of reading." Mrs. Barbara Coulter, Couzens Coaching teacher, will assist Miss McNeil with the demonstration lessons. The names of the other teachers who will attend the clinic appear below.

Names	Subject Taught or Staff Position
Bradley Crosby	Homeroom
Veda Burke	Self-Contained
Estelle Hill	Homeroom
Simson Sendler	Homeroom
Dorothy Brown	Homeroom
Annie Young	Self-Contained
Delores Pitts	Self-Contained
Barbara Wilson	Art
Edna McMillion	Social Studies
Theodore Massenberg	Library
Louise Federici	Music
Vivienne Cooper	Science
Gladys Roscoe	Auditorium
Alexander Hardie	Health Education
Lillian Buckner	Health Education

Eastern

English teachers at Eastern High School met periodically with Miss McNeil this year to discuss techniques which hold forth promise of successfully motivating reluctant readers in the secondary school.

Multi-level materials were introduced with specific supportive ideas to help Eastern students achieve a better self-image through bibliotherapy in the Coaching classes and individualized reading experiences in the classrooms.

At the beginning of the second semester Dr. Rasschaert, Mr. Branton, Miss McNeil and Mr. Koloff conferred and agreed to test the 10B students with the California Achievement Test, Advanced Reading, Grades 9-14. The California was selected for Eastern because of its diagnostic value. The results of the

test were used to group the sophomores in English classes according to reading ability. Test scores will be analyzed statistically by the Great Cities Project and a report will be prepared and distributed at a later date.

This year 100 dictionaries were sent to Eastern by the Department of School Libraries for intensive use in the classrooms. Because ours is a demonstration project we were able to supply additional supplementary materials including the SRA Reading Laboratories from Science Research Associates and Vanguard and Tactics from the Scott-Foresman Company.

Due to the efforts of Mr. Koloff and his English Department, there are now 3000 copies of paperback readers in the room libraries at Eastern, providing an inestimable resource for enrichment purposes.

Faculty members who shared ideas with Miss McNeil are presented below.

Names	Subject Taught or Staff Position
Robert Branton	Principal
Leonard Sain	Assistant Principal
William Koloff	English Department Head
Mysel Brooks	English
Margaret Buford	"
Lorraine Davis	"
Anna Hilley	"
Michael Lamb	"
Joseph Poissant	"
Vera Raymond	"
Gus Skuras	"
Isabelle Thill	"
Ruth Willow	"
Joseph Yelda	"
Elsie Pohl	Coaching Teacher

Franklin

The following teachers met recently to discuss reading concepts which are pertinent for early elementary teachers engaged in the Great Cities Project at Franklin Elementary School.

Names	Subject Taught and Staff Position
Cynthia Prybys	Self-Contained
Margaret Howard	Self-Contained
Marlynn Levin	Non-graded Primary
Alma Harvey	Non-graded Primary
Nancy Reberdy	Non-graded Primary
Estelle Moore	Non-graded Primary
Helen Wright	Non-graded Primary
Susie Smith	Non-graded Primary
Doris Battershall	Non-graded Primary
Luther Washington	Self-Contained
Regis O'Gorman	Self-Contained
Bernice Bufford	Self-Contained
Dorothy Bush	Homeroom
Ruth Weinberg	Coaching Teacher
Virginia Menge	Assistant Principal

Jefferson

Teachers who met with Miss McNeil this semester to develop "Six Sequential Steps to Reading Success" in reading improvement clinics are listed immediately below.

Names	Subject Taught or Staff Position
Joyce Maples	Coaching Teacher
Kennetha Schaal	English Department Head
John Stuart	Social Studies Department Head
Katherine Mollering	Classroom Teacher
William Washington	" "
Herbert Ellis	" "
Fred Rashid	" "
Harry Rux	" "
Shirley Medrano	" "
John Falk	" "
Lovelle Golden	" "
Ruby St. John	" "
Carlyle H. Douglas	" "
Betty Douglas	" "
Verna Maddox	" "
Louis Abood	" "
Thomas Flanagan	" "
Delman Pardonnet	Principal

Marcy

Assisted by Mr. Forrest Webster, Principal, Mr. Louis Monacel, Assistant Principal, and Miss Shirley McNeil, Language Arts Consultant for Great Cities School Improvement Project, six teachers met in after-school sessions to review materials which could be successfully adapted for effective classroom teaching at Marcy. The teachers focused their attention on diagnostic uses of testing materials, concerns of classroom teachers in Great Cities Project schools, and functional use of the Detroit Language Arts Guide for Early Elementary grades. The teachers are identified in the following brief list.

Names	Subject Taught or Staff Position
Evelyn Palmer	Coaching Teacher
Alma Powers	Reading Readiness
Mary Finley	Homeroom
Inge Bauer	Homeroom
Mary Farmer	Homeroom
Kathleen Phillips	Homeroom